

Section 2: Curriculum Review Tools

Purpose	The curriculum review tools are designed to assist sites in reviewing selected aspects of their prevention education curriculum systematically, which can help identify potential areas for refinement.
Steps to Follow	To use these tools you will need to: <ol style="list-style-type: none">1. Select the curriculum you want to assess2. Decide who and how you want to complete the tools3. Complete the tools4. Summarize your findings5. Plan your next steps6. Report your findings
Materials in this Section	<ul style="list-style-type: none">▪ Curriculum Review Form Part A: Lesson-by-Lesson Review (Appendix 2A)▪ Curriculum Review Form Part B: Lesson Summary (Appendix 2A)▪ Curriculum Review Form Part C: Overall Curriculum Assessment (Appendix 2A)▪ Sample of completed Curriculum Review Tools (Appendix 2B)▪ Sample of Curriculum Review Tools Summary (Appendix 2C)

Step

1

Select the Curriculum

Decide Which Curriculum You Want to Assess

If you use more than one curriculum in your program you may want to take the time to review all of them using this tool, but it may feel overwhelming. To keep your task more focused, it is better to work with one curriculum at a time. Here are some factors to think about to help you decide which curriculum to assess first:

- *Are you using a curriculum that you have used for several years that hasn't been modified or updated recently?* If yes, you may want to assess it first to look for ways to improve the content and/or teaching strategies.
- *Did you take an existing evidence-based curriculum and modify it, or take lessons from several different evidence-based programs?* If yes, you may want to use this tool as a chance to ensure that all the lessons combined still reflect best practices.
- *Are you implementing a new curriculum that was just recently developed or adopted by the program?* If yes, you may be interested in assessing it with this tool to help you make final refinements in the content and teaching strategies.

Summary

After completing this step, you should know which curriculum you will assess first. Ask yourself: *Why did I pick this curriculum first?*

Step

2 Decide Who and How

Decide Who Will be Involved in the Process

These tools are designed to be completed by project staff. Here are some points to consider in deciding who should be involved.

- *Who takes a lead role in developing/modifying the curricula you use at your site?* It is important to include staff members who have a role in shaping the curricula you use at your site, as their involvement could help strengthen future curricula.
- *Who knows your curriculum the best?* Including individuals who know the goals and objectives and curriculum activities could help make the process more informative.
- *Who might be interested in being part of this process?* It is always beneficial to include individuals who have a personal interest in the process.

Decide How You Want to Complete the Tools

Next, you need to think about the best way to approach the task at your site. Here are some ideas to consider.

- You could select a small task group and work together to fill out the tools. (This is ideal.)
- You could select a small task group and divide up the tasks so that each person has different parts to complete. You could then come back together as a team to discuss the findings.
- You could assign one person to fill out the tools and report back to the group on the findings. (This is the most difficult approach.)

Summary

After completing this step, you should be ready to start using the tools. Ask yourself: *Have I left anybody out of the process?*

Step

3 Complete the Tools

Look at your Curriculum Lesson-by-Lesson

The first step in using these tools is to review each lesson in your curriculum using the Part A of the Curriculum Review Form (in Appendix 2A). Here is what you need to do.

- Make one copy of Part A of the Curriculum Review Form for each lesson in your curriculum.
 - Fill out the form following the directions at the top of the form.
- Note:* You may feel that it is not worth taking the time to review each lesson. We encourage you to try it at least once, as it often allows you to see your curriculum in a different way.
- Summarize the information across all the lessons in your curriculum using Part B (in Appendix 2A).

Reflect on Your Curriculum Overall

Next, complete Part C of the Curriculum Review Form (in Appendix 2A). You will need the information from Parts A and B for some of the questions in Part C. Here are the steps:

- Make one copy of Part C. If you are working with a group and each member is taking a smaller number of items, divide up Part C and give each person a few pages.
- Fill out Part C by reviewing the information in the first column, and answering the questions in the second column. If you find areas that need improvement, discuss these and note one or two changes that you could make to enhance your curriculum in the last column on the form. If you do not need to make a change write NA for “not applicable.”

Summary

After completing this step, you should have finished filling out both tools. Ask yourself: *Are all the items complete?*

Step

4 Summarize Your Findings

Review Part B: Lesson Summary

Take time to review Part B of the Curriculum Review Form and think about what the summary data show you. Here are some questions to consider:

- Did the summary data reveal anything that surprised you? If so, what?
- Did the summary data reveal any big holes in your content? If so, what are the holes?
- Did the summary data reveal any areas in which too much time/emphasis is being given? If so, what areas are getting too much coverage?

Review the Last Column on the Part C of the Curriculum Review Form (1 or 2 changes you could make)

At the same time you reflect on Part B, think about the possible changes you listed in the last column on Part C. Here are some questions to consider:

- Which of the changes are most important for you to make? What makes these changes so important?
- Which changes should be made first? What makes you want to make these changes first?
- Which changes will be the most difficult to make? What makes these changes difficult?
- Do you need more information or technical assistance to make any of the changes you identified? If so, what type of information/assistance? Where can you get it?

Summary

After completing this step, you should have a better sense of what types of changes you could make to improve upon your curriculum. Ask yourself: *Will the changes we identified help improve the effectiveness of our curriculum?*

Step

5 Plan Your Next Steps

Decide What Changes You Want to Make

You will probably have several possible changes that could be made to help improve upon your curriculum. Now you need to decide which changes you really want to make. There is no set answer on which ones should be made first, second, etc., but here are some thoughts to consider:

- One way to approach it is to think about which changes will make the most difference to your educators and participants.
- You also can look at the data from other local evaluation tools if you used them (e.g., participant satisfaction data) to see if there are areas for change that are similar across the tools. If so, you could focus on those changes first.

For example, let's say your response to the curriculum assessment form and your participant satisfaction data suggest the need for making your program materials more relevant to your population. You may want to tackle these changes first.

Decide the Best Time of Year to Make the Changes

There are several factors you may want to consider before deciding when to make the changes you identified.

- *How extensive are the changes?* Some changes may be made easily. Others may require more time and planning. If you have identified significant changes you may want to wait until a slower time of year before making them.
- *Do you have a set time of year in which staff members review and update the program materials?* If so, you may want to work these changes into that process.
- *Do you have standard program cycles (e.g., fall and spring)?* If so, you may want to make changes between natural program cycles (e.g., winter or summer).

Decide Who Will Make the Changes

You may already have a system in place for making curriculum refinements, with a person or a team of people in charge of this task. If you do, the changes identified through this tool could be easily included in that process. If you don't, you need to think about who can make the changes and what type of assistance or support that person or team of people might need (e.g., resources, time).

Identify a List of Resources Needed to Make the Changes

Before beginning the process of modifying your curriculum, it might be helpful to have someone make a list of all the resources or information that will be needed to make the changes (e.g., updated facts, more information on risk and protective factors, etc.). This list also should include a column indicating where the information could be obtained (e.g., Internet).

It's possible that your participants will be a good source of input for your planned changes. For example, if you plan to change the role play situations to make them more realistic you could involve several participants and have them help you write new role plays.

Agree Upon a Timeline and Review Process

Before modifying your curriculum, it is ideal to establish a timeline for the changes, and a process for reviewing the revisions. Discuss both of these issues with all individuals involved in the process to clarify expectations and address any potential challenges.

If the changes you plan to make are more extensive, it is helpful to set up several check-in meetings along the way to keep the process on track.

Summary

After completing this step, you should have a plan for making the changes you identified as a result of completing the curriculum assessment tools. Ask yourself: *Have I planned for "who," "what," "when," "how," and "by when" these changes will be made?*

Step

6 Report Your Findings

March 31

By March 31, submit the following to your Evaluation Liaison:

1. Copy of the completed curriculum review tool (i.e., Part A from 1 lesson, Part B, and Part C).
2. *Draft* summary of your CPI results. The summary should address the following questions.
 - Who was involved in completing the curriculum review tool?
 - What process was used to complete the tool (e.g., did your site work as a group)?
 - What prevention education curriculum was used?
 - What did you learn from the curriculum review data you collected?
 - What changes are you most likely to make based on what you learned from the curriculum review data you collected?
3. Completed CPI Feedback Form (see Took Kit Attachments).

You will receive feedback from your Evaluation Liaison on the draft summary of CPI results that you submitted. Incorporate his/her feedback as soon as possible.

May 1

By May 1:

Submit a revised summary to your Liaison.

Include a copy of the completed curriculum review tool and a final version of your CPI summary with your May 1 PROGRAM UPDATE Sheet.

Curriculum Review Form

Part A: Lesson-by-Lesson Review

Directions: Make one copy of Part A for each lesson. Review each lesson. Show what content the lesson covers, and write in brief notes on the focus of the content covered (see attached table of topics that might be covered). Use the letter codes below to identify the teaching methods used for each content area. Write in the approximate number of minutes spent for each content area.

Title of Lesson: _____

Learning goals/objectives of lesson: _____

What Type of Content is Taught in this Lesson?	What Methods Are Used to Teach this Content? (Write in or use letter codes from below.)	How Many Minutes of this Lesson are Spent on this Content?
Knowledge: <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list topics.		
Skills: <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list skills taught.		
Norms: <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list norms addressed.		
Personal Attitudes & Beliefs: <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list attitudes and beliefs.		
Relationships and/or Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list focus.		
Other: <input type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please describe briefly.		

Codes for teaching methods:

- A Lecture
- B Skill practice (e.g., role play)
- C Games
- D Tour/field trip

- E Individual activities (worksheets, journals, etc.)
- F Large group discussion
- G Guest speaker
- H Homework

- I Small groups
- J Case studies
- K Videos/media
- L Other: _____

How strong is the link between the activities and the overall goals/objectives of this lesson (e.g., does each activity help participants move closer to reaching the stated goals/objectives of the lesson)?

Very strong Strong Moderate Not very strong Not strong at all

Curriculum Review Form

Part B: Lesson Summary

Directions: Use the table below to summarize the information from the Lesson Review Forms you completed for Part A. You will need this information for Part C.

Name of Curriculum: _____

Source of Curriculum: Published (e.g., Reducing the Risk) Modification of published Agency-developed

Total Number of Lessons in Curriculum: _____

Approximate Length of Each Lesson: _____ (min.) Overall Length of Curriculum: _____ (hrs.)

Content Covered	Total # of Lessons in Which This Type of Content is Covered	Total # of Minutes Devoted to this Type of Content	Teaching Methods Used for this Type of Content
Example- Knowledge	5	60 min.	A, C, F
Knowledge			
Skills			
Norms			
Personal attitudes and beliefs			
Relationships and/or attachments			
Other:			

Codes for teaching methods:

- A Lecture
- B Skill practice (e.g., role play)
- C Games
- D Tour/field trip

- E Individual activities (worksheets, journals, etc.)
- F Large group discussion
- G Guest speaker
- H Homework

- I Small groups
- J Case studies
- K Videos/media
- L Other: _____

Overall, how many different teaching methods are included *in the curriculum?* _____

Were there any lessons in which you rated the link between the activities and the overall goals/objectives of the program as "moderate," "not very strong," or "not strong at all"?

No

Yes. If so, please list: _____ (These could become the focus of future refinements).

Table 1:
**List of Topics that May Be Covered in the Various Content Areas
For Sexual/Reproductive Health Prevention Education Curricula¹**

Knowledge		
<ul style="list-style-type: none"> ▪ Abstinence ▪ Pregnancy prevention ▪ Reproductive anatomy/physiology ▪ Conception and birth ▪ Sexual identity and orientation ▪ Healthy relationships ▪ Parenting 	<ul style="list-style-type: none"> ▪ Growth and development of human body ▪ STI prevention and transmission ▪ HIV prevention and transmission ▪ Contraception (methods of protection against pregnancy and disease) 	<ul style="list-style-type: none"> ▪ Career job exploration ▪ Reproductive health ▪ Male responsibility ▪ Fatherhood involvement ▪ Knowledge of culture
Skills		
<ul style="list-style-type: none"> ▪ General communication skills ▪ Assertiveness skills ▪ Refusal skills/negotiation skills ▪ Conflict management 	<ul style="list-style-type: none"> ▪ Decision-making ▪ Critical thinking ▪ Problem solving ▪ Advocacy ▪ Parenting 	<ul style="list-style-type: none"> ▪ Building and maintaining healthy relationships ▪ Effective Contraception use ▪ Effective condom use ▪ Accessing community resources ▪ Job skills development
Attitudes/Beliefs		
<ul style="list-style-type: none"> ▪ Personal values (e.g., about teens having sex, etc.) ▪ Self-concept/self-esteem ▪ Influences on decisions ▪ Perceived pregnancy risks 	<ul style="list-style-type: none"> ▪ Perceived HIV/STI risks ▪ Sense of connectedness ▪ Attitudes/beliefs regarding culture ▪ Cultural identity 	
Norms	Relationship/Attachments	
<ul style="list-style-type: none"> ▪ Peer norms ▪ Adult/parental norms ▪ Community norms ▪ Media influences ▪ Cultural norms 	<ul style="list-style-type: none"> ▪ Connections to adults ▪ Connections to family ▪ School attachment ▪ Connections to community 	

¹ This is a list of topics by content area that you may want to refer to when completing your Lesson-by-Lesson Review Form (Part A). This is not an exhaustive list, and you may cover topics not included here. This is intended to be a guide to help you categorize your content, so do not worry if your topics are not listed. Also, please note that the emphasis in some content areas will vary depending on the curricula. For example, the norms of interest in a male involvement curriculum may be different than the norms emphasized in a middle school curriculum.

Curriculum Review Form

Part C: Overall Curriculum Assessment

Directions: Be sure to complete Parts A and B before completing Part C. Many of the questions in Part C are based on the results from Parts A and B. In the last column, list one or two changes you could make to enhance your curriculum in the area covered. Write “not applicable” (or NA) if you don’t need to make changes in the area identified.

Note: The areas of focus included on this version of the tool are not the only areas that are important in a curriculum. We have narrowed the list for those that are most commonly cited as characteristics of effective curricula (e.g., Duncan, Stephens-Burden, & Bickel, 1996; Kirby, 2001).

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Clarifying the behavioral goals of your curriculum	<p>What are the behavioral goals in your curriculum?</p>	<p>One of the characteristics of effective sex and HIV education programs is that they focus on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STI.</p> <p>It is important to make your goals as specific as possible so that your activities and messages to participants are clear (e.g., delay the initiation of sex, return to abstinence, increase contraceptive use). Emphasizing specific behaviors can help enhance the potential impact of your curriculum.</p> <p>Are the behavioral goals in your curriculum specific and stated clearly (would participants know them)?</p> <p><input type="checkbox"/> Very specific/clear <input type="checkbox"/> Somewhat specific/clear <input type="checkbox"/> Not very specific/clear</p>

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Making stronger connections between risk and protective factors and behavioral goals	<p>There are numerous risk and protective factors that have been shown in the research to be related to sexual risk taking behaviors (see <i>Resource section of your CPI binder for a list by sexual behavior</i>). Risk factors are things that make it more likely that participants will engage in a negative health behavior (e.g., having sexually active peers increases the chances a youth will initiate sex). Protective factors are those things that help insulate individuals from engaging in risk behaviors, or make it less likely that they will engage in such behaviors (e.g., doing better in school reduces the chances a youth will initiate sex). Unfortunately, the research on which risk and protective factors are most important is limited. There is no study that compares all these factors and shows which one is most important, second most important, etc. One way to use existing research to strengthen curricula is to make sure that the factors you do include are related to your behavior(s) of interest, and that they can be changed.</p>	<p>What factors are you trying to change in your curriculum, and what led you to selecting these factors?</p> <p>You can use a logic model framework to help you with this (see <i>Resource section in your binder</i>). For example, suppose your curriculum goal is to reduce the number of students who initiate sexual activity. You could look at all the risk and protective factors that are related to sexual initiation and target those most appropriate for your population, and most changeable (e.g., refusal skills, norms regarding sexual activity).</p> <p>How many of the risk and protective factors addressed in your curriculum are supported by research?</p> <ul style="list-style-type: none"> <input type="checkbox"/> All or almost all of them <input type="checkbox"/> Some of them <input type="checkbox"/> A few of them <input type="checkbox"/> None or almost none of them <input type="checkbox"/> Not sure

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Examining the link between activities and curriculum goals	<p>Another way to strengthen a curriculum is to ensure that the curriculum activities are well connected to the curriculum goals and objectives. Sometimes activities get included because educators have enjoyed using them in the past, participants liked them, etc. It is important to make sure each activity will help participants move closer to the desired goal of the curriculum.</p>	<p>Do the activities in your curriculum support your primary goals and objectives? (Refer to Part A for help with your response.)</p> <p><input type="checkbox"/> Yes, definitely <input type="checkbox"/> Yes, somewhat <input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all</p>
Including instruction on the influence of social norms	<p>Numerous research studies show that social norms have a strong and direct influence on risk behaviors. Some researchers believe this is one of the most important factors to address in prevention programs. Social norms are behavioral expectations and standards that exist in a particular environment. These expectations and standards can then influence individuals' behavior. Social norms stem from peers, parents/other adults, the community, etc. Some approaches to changing norms at the individual level include:</p> <ul style="list-style-type: none"> ▪ Creating a group to which participants identify that is supportive of the desired behavior (e.g., a peer group that assists with the program) ▪ Providing information about peers' attitudes and behaviors (e.g., conduct opinion polls and share data, have students engage in activities in which they share positive views about the behavior) ▪ Using opinion leaders to influence norms (e.g., recruit individuals who are formal or informal leaders to help facilitate) 	<p>Does your curriculum include activities to address social norms regarding sexual behavior, condom use, fatherhood, etc.? (Refer to Parts A & B for help with your response.)</p> <p><input type="checkbox"/> No <input type="checkbox"/> 1 activity <input type="checkbox"/> 2 activities <input type="checkbox"/> 3 activities <input type="checkbox"/> 4 or more activities</p> <p>What activities do you currently use to influence norms?</p>

Key Points to Consider	A Question to Help You Assess Your Curriculum List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Including skill instruction <p>To date, all the evidenced-based HIV and sex education curricula include instruction on skills (e.g., communication, refusal, negotiation, condom use). It is important to link the skill instruction to your behavioral goal. For example, if your goal is to help individuals who are having sex use condoms more effectively, then the skill instruction should focus on how to use condoms and how to negotiate with a partner for condom use.</p>	<p>Does your curriculum include activities to teach skills? (Refer to Parts A & B for help with your response.)</p> <p><input type="checkbox"/> No <input type="checkbox"/> 1 activity <input type="checkbox"/> 2 activities <input type="checkbox"/> 3 activities <input type="checkbox"/> 4 or more activities</p> <p>What skills do you currently teach?</p>
Assessing the type and amount of knowledge taught in your curriculum <p>Increasing knowledge is important, but using a curriculum that is mostly knowledge-based will not lead to behavior changes. Individuals need some information, but they need a lot more to help them change behavior (e.g., skills, beliefs/attitudes, motivation, etc.). Thus, the information provided in your curriculum should be accurate and it <i>should be directly linked to the behavioral goals of the curriculum</i>. Many programs place too much emphasis on knowledge, and provide information that is nice to know but that won't necessarily prepare individuals to make the desired behavior change. Focusing only on "essential" knowledge, and emphasizing other risk and protective factors such as norms, attitudes, and skills could enhance programs.</p>	<p>How would you describe the knowledge covered in your curriculum?</p> <p><input type="checkbox"/> All or most is essential knowledge for supporting the behavioral goals in our curriculum</p> <p><input type="checkbox"/> Some is essential but some is simply nice to know</p> <p><input type="checkbox"/> Most is simply nice to know and it really doesn't connect to our desired curriculum goals</p>

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Ensuring the curriculum is of sufficient length <p>One of the requirements of the RFA is that prevention education curricula must extend for at least 8 hours. This stems from research showing that shorter programs are not effective at changing behavior. All of the current evidence-based curricula (e.g., Making Proud Choices, Becoming a Responsible Teen) are 8 or more hours.</p>	<p>Does your curriculum have at least 8 hours of instruction?</p> <p><input type="checkbox"/> Yes, we have _____ hrs <input type="checkbox"/> No, we have _____ hrs</p>	
Enhancing the quality of skill Instruction <p>When teaching skills, the research on effective instructional practices supports the importance of these four steps:</p> <ul style="list-style-type: none"> • <i>Name the skill</i> and explain it in words (e.g., review the purpose, describe the different parts) • <i>Demonstrate the skill</i> (e.g., show students what it looks like and what it doesn't look like by giving examples of effective and ineffective uses) • <i>Provide opportunities for group practice</i> with feedback (e.g., responding to pressure lines) • <i>Provide opportunities for individual practice</i> with feedback (e.g., role play with input from observers) <p><i>Note:</i> Many program experts believe that participants should over-practice a skill so that it comes automatically in a real-life experience.</p>	<p>Do you use these four elements of effective skill instruction in your curriculum?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Name & explain <input type="checkbox"/> Yes <input type="checkbox"/> No Demonstrate <input type="checkbox"/> Yes <input type="checkbox"/> No Group practice <input type="checkbox"/> Yes <input type="checkbox"/> No Individual practice</p>	<p>Do you use all 4 elements for each skill you teach?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Using a variety of interactive teaching strategies	<p>The education literature supports the use of active learning rather than passive approaches. One way to enhance the potential effectiveness of your curriculum is to look for opportunities to change the delivery of activities so that the lessons are more interactive (e.g., instead of having students individually read a case study, have them act it out and work in small groups to discuss it).</p> <p>The education literature also emphasizes the importance of using a variety of teaching strategies that address different learning styles. Many researchers identify seven types of learning styles, and provide guidance on what type of activities might be more effective for each style (see Resource section for more information).</p> <ul style="list-style-type: none"> ▪ <i>Linguistic</i>—potential activities: writing, reading, story telling, interviews ▪ <i>Logical/mathematical</i>—potential activities: solving problems, following step-by-step processes, doing experiments ▪ <i>Spatial/visual</i>—potential activities: drawing pictures, creating maps, performing demonstrations ▪ <i>Musical</i>—potential activities: analyzing songs, completing multimedia projects, writing song lyrics ▪ <i>Bodily/kinesthetic</i>—potential activities: role play, relay-type games ▪ <i>Interpersonal</i>—potential activities: group discussions, cooperative games, small group and paired activities ▪ <i>Intrapersonal</i>—potential activities: individual work, reflective or journal work, exploring Internet, goal setting 	

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Using small groups/cooperative learning groups	<p>The literature on effective education practices supports the use of small group learning. There are many ways that you can enhance the effectiveness of your small group work. Here are 3 key areas to consider:</p> <ul style="list-style-type: none"> ▪ <i>The Task</i>—make sure it is clear, not too complex, and allows students to do something together so that all students interact on an equal or nearly equal basis ▪ <i>Group composition</i>—use smaller groups (4 or less) that are heterogeneous (diverse) ▪ <i>Monitoring groups</i>—circulate, listen, and assist as needed. Summarize in a large group afterwards. 	<p>When students work in small groups, does each student in the group have a defined role?</p> <p><input type="checkbox"/> Most or all of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Rarely or not at all <input type="checkbox"/> We don't use small groups</p> <p>When students work in small groups, is the group size limited to four or fewer students?</p> <p><input type="checkbox"/> Most or all of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Rarely or not at all <input type="checkbox"/> We don't use small groups</p> <p>When students work in small groups, does the curriculum include notes to remind the educators to circulate and check student progress?</p> <p><input type="checkbox"/> Most or all of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Rarely or not at all <input type="checkbox"/> We don't use small groups</p>

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Looking at the relevance of the curriculum content and activities for your population	<p>There are numerous ways in which a curriculum could be modified to make it more relevant for your population. Very simple modifications focus on changing the names, language, situations, etc. represented in the materials (e.g., in role plays, stories, videos). These changes can address both cultural relevance and developmental appropriateness.</p> <p>Another level of modification could include adding culturally based concepts that are important in your population (e.g., respect, family), and linking these concepts to the behavioral goal of the curriculum. Further, activities could be added to reinforce material in the curriculum (e.g., featuring members of the community in role model stories—short, real-life stories that model a positive behavior or belief).</p> <p>Once changes have been made, it is helpful to ask staff members or individuals from the target population (or other educators who work with the population) to review the curriculum for cultural and/or developmental relevance. They often can identify other ways in which activities or the curriculum as a whole could be made more relevant.</p> <p>Is your curriculum <i>culturally</i> relevant for the population (e.g., uses culturally-appropriate situations, give messages that are consistent with cultural values, uses activities that appeal/are of interest to the population)?</p> <p><input type="checkbox"/> Yes, definitely <input type="checkbox"/> Yes, somewhat <input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all</p> <p>Is your curriculum <i>developmentally relevant</i> for the population (e.g., uses age-appropriate situations, give age-appropriate messages, uses activities that appeal/are of interest to population)?</p> <p><input type="checkbox"/> Yes, definitely <input type="checkbox"/> Yes, somewhat <input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all</p>	

References

- Duncan, A.N., Stephens-Burden, S., Bickel, A. (1996). Effective Comprehensive Programs: A Planning Guide. Washington, DC: U.S. Department of Education.
- Kirby (2001). Emerging answers: Research findings on programs to reduce teen pregnancy. Washington, DC: National Campaign to Prevent Teen Pregnancy.

Curriculum Review Form

Part A: Lesson-by-Lesson Review

Directions: Make one copy of Part A for each lesson. Review each lesson. Show what content the lesson covers, and write in brief notes on the focus of the content covered (see attached table of topics that might be covered). Use the letter codes below to identify the teaching methods used for each content area. Write in the approximate number of minutes spent for each content area.

Title of Lesson: Our Services, Our Bodies, & Our Laws

Learning goals/objectives of lesson:

- Increase knowledge of human reproduction
- Increase understanding re: how to personalize risk and set limits

What Type of Content is Taught in this Lesson?	What Methods Are Used to Teach this Content? (Write in or use letter codes from below.)	How Many Minutes of this Lesson are Spent on this Content?
Knowledge: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list topics. - Reproductive anatomy & physiology - Growth & development of human body - Male responsibility - Fatherhood involvement	A, E, F, L (pamphlets)	- 25 - 10 - 5 - 5
Skills: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list skills taught. - Decision making - Accessing community resources	A, F	- 10 - 10
Norms: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list norms addressed. - Adult/parent norms	A, E, F, L (pamphlets)	- 10
Personal Attitudes & Beliefs: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list attitudes and beliefs. - Personal values - Influences on decisions	A, L (pamphlets)	- 10 - 10
Relationships and/or Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please list focus. - Connections to family	A, L (pamphlets)	- 10
Other: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No. If yes, please describe briefly. - Services provided	A, L (pamphlets)	- 10

Codes for teaching methods:

- | | | |
|------------------------------------|--|--------------------|
| A Lecture | E Individual activities (worksheets, journals, etc) | I Small groups |
| B Skill practice (e.g., role play) | F Large group discussion | J Case studies |
| C Games | G Guest speaker | K Videos/media |
| D Tour/field trip | H Homework | L Other: Pamphlets |

How strong is the link between the activities and the overall goals/objectives of this lesson (e.g., does each activity help participants move closer to reaching the stated goals/objectives of the lesson)?

Very strong Strong Moderate Not very strong Not strong at all

Curriculum Review Form

Part B: Lesson Summary

Directions: Use the table below to summarize the information from the Lesson Review Forms you completed for Part A. You will need this information for Part C.

Name of Curriculum: At-Risk Youth Family Life Education

Source of Curriculum: Published (e.g., Reducing the Risk) Modification of published Agency-developed

Total Number of Lessons in Curriculum: 4

Approximate Length of Each Lesson: 120 (min.) Overall Length of Curriculum: 8 (hrs.)

Content Covered	Total # of Lessons in Which This Type of Content is Covered	Total # of Minutes Devoted to this Type of Content	Teaching Methods Used for this Type of Content
Example- Knowledge	5	60 min.	A, C, F
Knowledge	4	175 minutes	A, B, E, F, K, L
Skills	4	102 minutes	A, B, E, F, L
Norms	4	50 minutes	A, E, F, K, L
Personal attitudes and beliefs	4	68 minutes	A, B, E, F, K, L
Relationships and/or attachments	4	24 minutes	A, F, K, L
Other:	3	61 minutes	A, C, E, F, L
Other:			
Other:			
Other:			

Codes for teaching methods:

- A. Lecture
- B. Skill practice (e.g., role play)
- C. Games
- D. Tour/field trip

- E. Individual activities (worksheets, journals, etc.)
- F. Large group discussion
- G. Guest speaker
- H. Homework

- I. Small groups
- J. Case studies
- K. Videos/media
- L. Other:pamphlets

Overall, how many different teaching methods are included *in the curriculum?* 7

Were there any lessons in which you rated the link between the activities and the overall goals/objectives of the program as "moderate," "not very strong," or "not strong at all"?

No

Yes. If so, please list: _____ . (These could become the focus of future refinements).

Curriculum Review Form

Part C: Overall Curriculum Assessment

Directions: Be sure to complete Parts A and B before completing Part C. Many of the questions in Part C are based on the results from Parts A and B. In the last column, list one or two changes you could make to enhance your curriculum in the area covered. Write “not applicable” (or NA) if you don’t need to make changes in the area identified.

Note: The areas of focus included on this version of the tool are not the only areas that are important in a curriculum. We have narrowed the list for the pilot process to those that are most commonly cited as characteristics of effective curricula (e.g., Duncan, Stephens-Burden, & Bicket, 1996; Kirby, 2001).

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
<p>Clarifying the behavioral goals of your curriculum</p> <p>One of the characteristics of effective sex and HIV education programs is that they focus on reducing one or more sexual behaviors that lead to unintended pregnancy or HIV/STI.</p> <p>It is important to make your goals as specific as possible so that your activities and messages to participants are clear (e.g., delay the initiation of sex, return to abstinence, increase contraceptive use). Emphasizing specific behaviors can help enhance the potential impact of your curriculum.</p>	<p>What are the behavioral goals in your curriculum?</p> <ul style="list-style-type: none"> - Encourage youth to abstain from sexual intercourse - Increase use of contraception among youth who choose to be sexually active 	<p>Are the behavioral goals in your curriculum specific and stated clearly (would participants know them)?</p> <p><input checked="" type="checkbox"/> Very specific/clear <input type="checkbox"/> Somewhat specific/clear <input type="checkbox"/> Not very specific/clear</p>

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Making stronger connections between risk and protective factors and behavioral goals	<p>There are numerous risk and protective factors that have been shown in the research to be related to sexual risk taking behaviors (see <i>Resource section of your CPI binder for a list by sexual behavior</i>). Risk factors are things that make it more likely that participants will engage in a negative health behavior (e.g., having sexually active peers increases the chances a youth will initiate sex). Protective factors are those things that help insulate individuals from engaging in risk behaviors, or make it less likely that they will engage in such behaviors (e.g., doing better in school reduces the chances a youth will initiate sex). Unfortunately, the research on which risk and protective factors are most important is limited. There is no study that compares all these factors and shows which one is most important, second most important, etc. One way to use existing research to strengthen curricula is to make sure that the factors you do include are related to your behavior(s) of interest, and that they can be changed.</p>	<p>What factors are you trying to change in your curriculum, and what led you to selecting these factors?</p> <ul style="list-style-type: none"> - Unplanned pregnancy - Use of birth control when having sex - Protecting youth from the spread of STD's <p>You can use a logic model framework to help you with this (see <i>Resource section in your binder</i>). For example, suppose your curriculum goal is to reduce the number of students who initiate sexual activity. You could look at all the risk and protective factors that are related to sexual initiation and target those most appropriate for your population, and most changeable (e.g., refusal skills, norms regarding sexual activity).</p> <p>How many of the risk and protective factors addressed in your curriculum are supported by research?</p> <p> <input checked="" type="checkbox"/> All or almost all of them <input type="checkbox"/> Some of them <input type="checkbox"/> A few of them <input type="checkbox"/> None or almost none of them <input type="checkbox"/> Not sure </p>

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Examining the link between activities and curriculum goals <p>Another way to strengthen a curriculum is to ensure that the curriculum activities are well connected to the curriculum goals and objectives. Sometimes activities get included because educators have enjoyed using them in the past, participants liked them, etc. It is important to make sure each activity will help participants move closer to the desired goal of the curriculum.</p>	<p>Do the activities in your curriculum support your primary goals and objectives? (Refer to Part A for help with your response.)</p> <p><input type="checkbox"/> Yes, definitely <input checked="" type="checkbox"/> Yes, somewhat <input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all</p>	<p>We can have more up-to-date and more reliable information.</p>
Including instruction on the influence of social norms <p>Numerous research studies show that social norms have a strong and direct influence on risk behaviors. Some researchers believe this is one of the most important factors to address in prevention programs. Social norms are behavioral expectations and standards that exist in a particular environment. These expectations and standards can then influence individuals' behavior. Social norms stem from peers, parents/other adults, the community, etc. Some approaches to changing norms at the individual level include:</p> <ul style="list-style-type: none"> ▪ Creating a group to which participants identify that is supportive of the desired behavior (e.g., a peer group that assists with the program) ▪ Providing information about peers' attitudes and behaviors (e.g., conduct opinion polls and share data, have students engage in activities in which they share positive views about the behavior) ▪ Using opinion leaders to influence norms (e.g., recruit individuals who are formal or informal leaders to help facilitate) <p>What activities do you currently use to influence norms?</p> <ul style="list-style-type: none"> - Review CA laws about sex - Review characteristics of healthy relationships - Condom demonstration - Review birth control methods available 	<p>Does your curriculum include activities to address social norms regarding sexual behavior, condom use, fatherhood, etc.? (Refer to Parts A & B for help with your response.)</p> <p><input type="checkbox"/> No <input type="checkbox"/> 1 activity <input type="checkbox"/> 2 activities <input type="checkbox"/> 3 activities <input checked="" type="checkbox"/> 4 or more activities</p>	N/A

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Including skill instruction <p>To date, all the evidenced-based HIV and sex education curricula include instruction on skills (e.g., communication, refusal, negotiation, condom use). It is important to link the skill instruction to your behavioral goal. For example, if your goal is to help individuals who are having sex use condoms more effectively, then the skill instruction should focus on how to use condoms and how to negotiate with a partner for condom use.</p>	<p>Does your curriculum include activities to teach skills? (Refer to Parts A & B for help with your response.)</p> <p><input type="checkbox"/> No <input type="checkbox"/> 1 activity <input checked="" type="checkbox"/> X 2 activities <input type="checkbox"/> 3 activities <input type="checkbox"/> 4 or more activities</p> <p>What skills do you currently teach?</p> <ul style="list-style-type: none"> - Effective communication - Contraceptive use - Accessing resources - Parenting - Decision making - Building healthy relation. 	<p>N/A</p> <p>How would you describe the knowledge covered in your curriculum?</p> <p><input checked="" type="checkbox"/> All or most is essential knowledge for supporting the behavioral goals in our curriculum</p> <p><input type="checkbox"/> Some is essential but some is simply nice to know</p> <p><input type="checkbox"/> Most is simply nice to know and it really doesn't connect to our desired curriculum goals</p>
	Assessing the type and amount of knowledge taught in your curriculum <p>Increasing knowledge is important, but using a curriculum that is mostly knowledge-based will not lead to behavior changes. Individuals need some information, but they need a lot more to help them change behavior (e.g., skills, beliefs/attitudes, motivation, etc). Thus, the information provided in your curriculum should be accurate and it <i>should be directly linked to the behavioral goals of the curriculum</i>. Many programs place too much emphasis on knowledge, and provide information that is nice to know but that won't necessarily prepare individuals to make the desired behavior change. Focusing only on "essential" knowledge, and emphasizing other risk and protective factors such as norms, attitudes, and skills could enhance programs.</p>	<p>N/A</p>

Key Points to Consider	A Question to Help You Assess Your Curriculum Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Ensuring the curriculum is of sufficient length One of the requirements of the RFA is that prevention education curricula must extend for at least 8 hours. This stems from research showing that shorter programs are not effective at changing behavior. All of the current evidence-based curricula (e.g., Making Proud Choices, Becoming a Responsible Teen) are 8 or more hours.	Does your curriculum have at least 8 hours of instruction? <input checked="" type="checkbox"/> Yes, we have 8 hrs <input type="checkbox"/> No, we have _____ hrs	N/A
Enhancing the quality of skill Instruction When teaching skills, the research on effective instructional practices supports the importance of these four steps: <ul style="list-style-type: none"> • <i>Name the skill</i> and explain it in words (e.g., review the purpose, describe the different parts) • <i>Demonstrate the skill</i> (e.g., show students what it looks like and what it doesn't look like by giving examples of effective and ineffective uses) • <i>Provide opportunities for group practice</i> with feedback (e.g., responding to pressure lines) • <i>Provide opportunities for individual practice</i> with feedback (e.g., role play with input from observers) <p>Note: Many program experts believe that participants should over-practice a skill so that it comes automatically in a real-life experience.</p>	Do you use these four elements of effective skill instruction in your curriculum?	Work on using all 4 elements for each skill taught. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Name & explain <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Demonstrate <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Group practice <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Individual practice Do you use all 4 elements for each skill you teach? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Using a variety of interactive teaching strategies <p>The education literature supports the use of active learning rather than passive approaches. One way to enhance the potential effectiveness of your curriculum is to look for opportunities to change the delivery of activities so that the lessons are more interactive (e.g., instead of having students individually read a case study, have them act it out and work in small groups to discuss it).</p> <p>The education literature also emphasizes the importance of using a variety of teaching strategies that address different learning styles. Many researchers identify seven types of learning styles, and provide guidance on what type of activities might be more effective for each style (see <i>Resource section for more information</i>).</p> <ul style="list-style-type: none"> ▪ <i>Linguistic</i>—potential activities: writing, reading, story telling, interviews ▪ <i>Logical/mathematical</i>—potential activities: solving problems, following step-by-step processes, doing experiments ▪ <i>Spatial/visual</i>—potential activities: drawing pictures, creating maps, performing demonstrations ▪ <i>Musical</i>—potential activities: analyzing songs, completing multimedia projects, writing song lyrics ▪ <i>Bodily/kinesthetic</i>—potential activities: role play, relay-type games ▪ <i>Interpersonal</i>—potential activities: group discussions, cooperative games, small group and paired activities ▪ <i>Intrapersonal</i>—potential activities: individual work, reflective or journal work, exploring Internet, goal setting 	Does your curriculum use a variety of interactive teaching methods that address different learning styles? (Refer to your Parts A & B for help with your response.) <input checked="" type="checkbox"/> Yes, definitely <input type="checkbox"/> Yes, somewhat <input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all	N/A

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
Using small groups/cooperative learning groups	<p>The literature on effective education practices supports the use of small group learning. There are many ways that you can enhance the effectiveness of your small group work. Here are 3 key areas to consider:</p> <ul style="list-style-type: none"> ▪ The Task—make sure it is clear, not too complex, and allows students to do something together so that all students interact on an equal or nearly equal basis ▪ Group composition—use smaller groups (4 or less) that are heterogeneous (diverse) ▪ Monitoring groups—circulate, listen, and assist as needed. Summarize in a large group afterwards. 	<p>When students work in small groups, does each student in the group have a defined role?</p> <p><input type="checkbox"/> Most or all of the time <input checked="" type="checkbox"/> Some of the time <input type="checkbox"/> Rarely or not at all <input type="checkbox"/> We don't use small groups</p>

Key Points to Consider	A Question to Help You Assess Your Curriculum	List 1 or 2 Changes You Could Make to Enhance Your Curriculum (write NA if you don't need to make changes).
<p>Looking at the relevance of the curriculum content and activities for your population</p> <p>There are numerous ways in which a curriculum could be modified to make it more relevant for your population. Very simple modifications focus on changing the names, language, situations, etc. represented in the materials (e.g., in role plays, stories, videos). These changes can address both cultural relevance and developmental appropriateness.</p> <p>Another level of modification could include adding culturally based concepts that are important in your population (e.g., respect, family), and linking these concepts to the behavioral goal of the curriculum. Further, activities could be added to reinforce material in the curriculum (e.g., featuring members of the community in role model stories—short, real-life stories that model a positive behavior or belief).</p> <p>Once changes have been made, it is helpful to ask staff members or individuals from the target population (or other educators who work with the population) to review the curriculum for cultural and/or developmental relevance. They often can identify other ways in which activities or the curriculum as a whole could be made more relevant.</p>	<p>Is your curriculum <i>culturally</i> relevant for the population (e.g., uses culturally-appropriate situations, give messages that are consistent with cultural values, uses activities that appeal/are of interest to the population)?</p> <p><input checked="" type="checkbox"/> Yes, definitely <input type="checkbox"/> Yes, somewhat <input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all</p> <p>Is your curriculum <i>developmentally relevant</i> for the population (e.g., uses age-appropriate situations, give age-appropriate messages, uses activities that appeal/are of interest to population)?</p> <p><input checked="" type="checkbox"/> Yes, definitely <input type="checkbox"/> Yes, somewhat <input type="checkbox"/> No, not really <input type="checkbox"/> No, not at all</p>	<p>Being able to have or providing more statistical data to be able to show the youth real life situations.</p>

SAMPLE Curriculum Review Tool Summary

I. Staff Involved

- [Name], Education Program Manager, completed the Summary Report.
- [Name], Health Educator, completed Parts A, B, and C of the Curriculum Review Form, with input from [Name], another educator. These are the staff responsible for the implementation of the prevention education program with youth at [Agency Name], currently funded by I&E.

II. Tool Completion Process

- The educators completed the tool together, with most input coming from [Name], since he is the primary staff assigned to the program and has been working with the priority population for a longer period of time.

III. Prevention Education Curriculum Used

- The curriculum used for this project is the [Name of Curriculum]. This was developed by [Agency Name] and is based on our Teen Family Life Education curriculum, currently used in high schools and youth-serving community settings throughout [Counties Served].

IV. Data Summary

- The curriculum is delivered in four 120-minute sessions, for a total of 8 hours of instruction.
- The following teaching methods are used throughout the curriculum presentation: lecture, skill practice, games, individual activities, large group discussion, videos, and pamphlets.
- The content areas covered in all lessons are as follows:
 - Knowledge – reproductive anatomy and physiology, physical growth and development, male responsibility, teen father involvement, benefits of abstinence, birth control, STI/HIV transmission and prevention, conception and birth, sexual identity, and characteristics of healthy relationships.
 - Skills – healthy decision-making, accessing community resources, communication (e.g. assertiveness, negotiating safer sex), parenting, birth control, effective condom use, and building and maintaining healthy relationships.
 - Norms – adult/parent, peer, community, and cultural.
 - Personal Attitudes and Beliefs – perceived pregnancy risks, perceived STI/HIV risks, self-concept/self-esteem, personal values, external influences on decision-making, and cultural beliefs.
 - Relationships and/or Attachment – connections to family, connections to adults
 - Other – pre- and post-test, “Sex Jeopardy” review game, costs of raising a baby, [Name of Agency] services, and [Name of Agency] clinic locations

V. What is Working Well?

- From the educators' perspectives, it appears as though most of the lessons are working quite well in the manner they are currently designed. This is most likely due to the fact that because of the priority population being served (incarcerated youth), the curriculum must be reviewed and modified on a regular basis in order to assure that we are reaching the audience in the most appropriate and culturally relevant ways possible. In other words, we don't wait until a certain time of the year to make curriculum changes when

working with this group; if something isn't working, we make modifications immediately and implement changes the next time the lesson is offered.

- What is also working well, but not reflected on any of the curriculum review forms, is the fact that both male and female health educators facilitate the Juvenile Hall workshops. Since at least one of the classes each quarter is comprised entirely of female youth, having a female educator can make conversations regarding reproductive health issues more comfortable for the participants. Conversely, having a male educator who can readily identify (culturally and otherwise) with the all male classes is also of benefit. (It should be noted that classes are divided by gender per the regulations of [Location Name].)

VI. Areas to be Strengthened/Changes to be Made

- Educators would like to have access to "newer" and "more reliable" information in areas such as birth control and STI transmission and prevention. As updated information in these areas is being released with increased frequency, it is often difficult to keep-up with all of the latest facts, statistics, and data. In response to the educators' request, the program manager will make an effort to forward all new, relevant information to them as it becomes available to him. Additionally, education staff will be given the opportunity to attend trainings conducted by organizations such as the California STD/HIV Prevention Training Center, when offered throughout the year.
- In examining the cultural relevance of the curriculum, the educators expressed the need to be able to "provide more statistical data to be able to show the kids' real life situations." Further exploration of this request clarified that the educators would like to have access to teen pregnancy and STD statistics for the cultural groups that they serve in Juvenile Hall, mostly Latinos and Whites. As the program manager has access to the latest reports released by both [County Name] and the State of California, he will share this information with the education staff as it becomes available.
- The educators indicated that the curriculum does not suggest using all four elements of effective skill instruction for each skill taught. Therefore, curriculum modifications will be made so that the following four elements are included:
 - Name and explain each skill.
 - Demonstrate each skill.
 - Provide opportunities for group practice of each skill.
 - Provide opportunities for individual practice of each skill.
- Finally, the educators also indicated that the curriculum does not enhance the effectiveness of small group work most or all of the time in the ways described. To achieve this enhancement, therefore, curriculum modifications will be made to include the following three strategies:
 - Each student in the group has a defined role.
 - Small group size is limited to four or fewer students.
 - The curriculum includes notes to remind the educators to circulate and check student progress.